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ABSTRACT

In order to expand the base of foreign language study in an increasingly international society, a general curriculum guide to Latin instruction has been developed for all grades from kindergarten through junior college. The guide provides for the coordination of language programs at all grade levels within a school system. The curriculum guide, which describes learning objectives, teaching strategies, suggested activities, evaluation, and both textual and nontextual resource materials for all educational levels, is grouped into sections for grades K-6, 7-8, 9-12, and for junior and community colleges. The sections for K-6 and junior colleges consist only of general suggestions rather than specific curriculum guidelines. Development of students' expected mastery of the Latin language and culture is traced in an outline of sequential language instruction programs. It is believed that the study of Latin will help the student expand his English vocabulary through the use of Latin roots, prefixes, and suffices, and will illuminate ancient history and civilization as well. Emphasis is given to individualized instruction and the development of reading comprehension, as well as English language skills. A bibliography and a list of sources of audiovisual instructional materials are appended, as well as excerpts from two studies underscoring the value of Latin study for a student's English reading ability. (CK)

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GUIDELINES FOR FOREIGN LANGUAGE EDUCATION IN THE SEVENTIES/LATIN

The Office of the
Superintendent of
Public Instruction
State of Illinois
Michael J. Bakalis
Superintendent

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FOREWORD

The role of Foreign Language education in the United States is becoming vitally important in everyday living. Through the study of languages, students gain the rich experience of real communication with other human beings and an understanding of individual differences to the extent, perhaps, that no other discipline can offer. It prepares them with a mature response to the diversity of world cultures and the needs of our American pluralistic society. Learning language is learning people!

In an age when people are seeking identity and wishing to rediscover their roots, world communities are awakening to the necessity of learning about themselves, as well as the cultures and languages of their neighbors. To meet this challenge, educators should engage in bringing about a change in attitudes and emphases in foreign language education to insure its benefits to all Americans.

Guidelines for Foreign Language Education in the Seventies provides an opportunity for schools to participate in the Illinois experiment to coordinate language programs and implement the study of languages in the total curriculum at all levels of learning. This office is grateful to the various committees of Illinois foreign language teachers for their leadership and dedication in making these guidelines possible.

Michael J. Bakalis
Superintendent of Public Instruction

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INTRODUCTION

Guidelines for Foreign Language Education in the Seventies was inspired by the need for change in foreign languages at a time when humanistic and educational values are being questioned. The philosophy that languages are best learned when begun in early childhood and continued over a span of years forms the basis for developing these guidelines which include all levels of the school system from kindergarten through grade twelve. As part of the continuum in foreign language studies, consideration was given to community colleges in an attempt to unify language programs at that level.

The new guidelines are designed to improve, expand and broaden the base of foreign language learning to meet present day needs. They provide for fully articulated and sequential programs in the languages most commonly taught in Illinois schools, French, German, Italian, Latin, Russian and Spanish, and were formulated by a committee of master teachers in each of these languages. They may serve to provide direction for colleges and universities which train teachers for the elementary, junior and senior high schools. Likewise, they may serve as a model for developing ethnic language programs in Illinois and may be used in continuing education programs. They are intended to establish a solid base for foreign language study as an integral part of the core curriculum.

The culture component which has been written into the guidelines will take students beyond the structure of the language they are

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studying and will acquaint them with the habits, customs and values of the people in their everyday environment from historic times to the present. It offers an opportunity for cross-cultural studies in a pluralistic society and emphasizes the affective domain as well as the cognitive.

Much thought was given to suggested approaches in methodology. Emphasis is being placed on the psychological aspect of foreign language learning through individualizing instruction. The development of the student's talents and interests in acquiring the skills of listening, speaking, reading, and writing another language is a vital objective. The importance of second language learning for every child in the state and the benefits derived from it are clearly set forth in *A New Rationale for the Teaching of Foreign Languages in Illinois: A Humanistic View* which preceded the writing of *Guidelines for Foreign Language Education in the Seventies*.

New programs with insight into career education and personal enrichment are important to meet the current need for foreign languages in national and international relations. Teachers are encouraged to collaborate with their colleagues in other disciplines to develop programs which include the basics of language learning, pronunciation, functional grammar and vocabulary. These programs should be adapted to the particular course, and should be practical and sufficient for the student's needs.

For the enthusiastic teacher who is aware of the importance of foreign languages and sensitive to the needs of students, the new guidelines should provide incentive, motivation and opportunities for

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creativity in foreign language study. It is hoped that creative teachers will introduce mini-courses to stimulate the desire for second language learning in students not enrolled in regular programs. Where there is team teaching in related subject areas, units for individualization of instruction may be included in learning activity packages designed to arouse interest and increase motivation for foreign language study.

At a time when Illinois is engaged in a national public relations program to bring foreign languages to the "market place," *Guidelines for Foreign Language Education in the Seventies* is a step in the right direction in bringing about change in foreign language education in Illinois. It is the firm belief of foreign language educators that the maturity of our country can be best demonstrated by the ability of its people to appreciate, understand and speak the languages of their forefathers and respect the languages and cultures of other peoples in the American mosaic.

LATIN

GOALS AND OBJECTIVES

Linguistic Goals:

- To comprehend the Latin appropriate to each level.
- To develop competence in the basic concepts of English grammar.
- To develop an appreciation of the English language through its Latin foundation.
- To develop the student's English vocabulary through the Latin foundation.
- To better prepare the student to understand new terminology, such as: lunar, sub-liminal, orbital, transistor, extra-vehicular.

Humanistic Goals:

- To recognize and appreciate a language other than the student's own.
- To recognize his own capacity for learning in that medium.
- To develop self-confidence in the use of English.
- To strengthen study skills.
- To be able to see the strengths and weaknesses of a civilization through the objectivity of time.
- To be able to see Latin as a vehicle of human thought and experience.
- To see the constant relevancy of the Classics to basic human nature.

LATIN

GRADES K-6

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Statement on Grades K-6

At present, Latin is being taught in the lower grades of large school districts, notably in Detroit, Philadelphia and Washington, D.C. The emphasis is on how the Romans lived and spoke, a coordination of language and social studies. These programs have been very successful. More information may be found in the Appendix.

In Illinois schools the foreign language enrollment has indicated that no Latin is taught in the sixth grade or below. The committee feels that Latin and cultural studies could be started in the lower grades with substantial benefits to the students.

The following objectives would need to be somewhat more developed before Latin could be introduced into the lower grades. With kindergarten, first, second, and third grade students, the introduction to the language structure should be minimal. Since their attention span is short and their spelling and verbal ability is limited, fifteen minutes for three times a week should be sufficient. In the time allotted, students could be introduced to the sounds of the Latin language through simple vocabulary words that can be associated with objects around them. Each year, there should be a minimum goal of thirty words. Visual aids are a necessity for students at this age.

In the fourth, fifth and sixth grades, the instructional time, if it is to be have any value, should be increased to at least fifteen minutes a day for five days each week. In that period of time, the student's English verbal functioning would be expanded through the use of Latin roots. Their cultural horizons would be broadened through comparisons and contrasts of ancient Roman culture with modern American culture.

Suggested objectives of the program include:

- To learn the function of the English language by way of the English language and Latin.
- To expand the student's English vocabulary through the use of Latin roots, prefixes and suffixes.
- To understand and speak very simple Latin.
- To read and write simple Latin.
- To provide students with a basis for further study of Latin and the Romance languages.
- To study the culture of the ancient Romans and Greeks.
- To enhance the awareness of the student's cultural roots.

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All students in a school system which adopts the study of Latin in the lower grades should participate. The course should be formulated to meet the needs of the students at their level.

A thorough study for the lower grades should be undertaken by teachers participating in the experiment to determine precisely what is to be covered at each level and the appropriate methodology. Since ample materials are not available in this country for Latin K-6, the teacher has an opportunity for creativity. He should be aware of The Washington Report and The Philadelphia Report.

The teacher should make use of games, playlets, cartoons, tapes, Latin songs, Latin mottoes and quotations. Some of these materials can be obtained from the American Classical League, Miami University, Oxford, Ohio, and from the Classics Department, University of Illinois, Urbana, Illinois.

The resourceful teacher would have an opportunity to develop his own Latin dialogues adapted to the age, ability, and interest of his students. Cultural background material should be presented in English.

Information on additional source materials may be obtained from:

Classical Language Study For Our Times
The Pennsylvania Department of Education
Box 911
Harrisburg, Pennsylvania 17126

Teachers are encouraged to develop innovative programs for students at this level in order to initiate the study of Latin in the elementary school curriculum.

LATIN

GRADES 7-8

GRADES 7-8

Upon completion of the two-year Latin sequence for grades seven and eight as outlined below, students should know the basic grammatical concepts of Latin in reference to their abilities, interests, needs and experiences. The program should include the development of the listening-comprehension, speaking, reading and writing skills, as well as aspects of Roman history and culture.

The study of Latin should not be limited to superior or college-bound students. Programs and mini-courses should be organized to attract students of all interests and abilities in order to integrate Latin studies in the core curriculum. Emphasis at this level should be placed on the cultural aspects and the American inheritance of Roman civilization.

STRUCTURE

Learning Objectives and Activities

Nouns - A student should be able:

- To decline a noun of any declension studied.
- To state the gender of any noun studied.
- To identify the case and number of a noun encountered in reading and translate the noun accordingly.

Adjectives - A student should be able:

- To decline a regular, irregular, demonstrative or interrogative adjective simultaneously with a noun of any declension studied.
- To recognize an adjective in agreement with a noun and translate them together.
- To compare a regular or irregular adjective.

Verbs - A student should be able:

- To conjugate a verb from any of the four conjugations or sum, in each of the six tenses of the indicative, active or passive.
- To identify in writing the tense, person, number and voice of any verb studied.

. To translate a verb into English, using his knowledge of tense, person, number and voice.

. To form the present active or future active participle, and decline it simultaneously with a noun of any declension studied.

. To recognize that a participle functions as an adjective and translate it accordingly with the noun it modifies.

. To form and translate the five infinitives of any verb studied.

Adverbs - A student should be able:

. To form an adverb from any regular or irregular adjective studied.

. To recognize and translate an adverb when encountered in a sentence.

. To compare a regular or irregular adverb.

Numbers - A student should be able:

. To recite the cardinal numbers from unus to decem; also viginti, centum, mille.

. To translate the following ordinal numbers when used in a sentence: primus, secundus, tertius, quartus, quintus, sextus, decimus.

Pronouns - A student should be able:

. To decline the personal, reflexive, intensive, demonstrative, interrogative, relative, indefinite pronouns.

. To determine the case, number and gender of a relative pronoun.

Prepositions - A student should be able:

. To name the case required by each of the prepositions studied.

. To translate each prepositional phrase found in the reading.

Idioms - A student should be able:

. To explain to the class the meaning of the word idiom.

. To recognize the most common idioms and translate them into the appropriate English expressions.

Constructions - A student should be able:

. To recognize and translate the following constructions: direct questions, relative clauses, ablative absolutes, indirect statements, ablatives of means, agent, accompaniment, manner, respect, time.

LISTENING AND SPEAKING

Learning Objectives

A student should be able:

. To respond with appropriate actions to simple questions and commands, such as Claudite libros vestros; Claude ianuam, si tibi placet; sede; tacete; audite; Dic Latine; Quis abest?

. To comprehend simple Latin sentences spoken at normal classroom speed.

. To participate in a directed dialogue with reasonable accuracy and speed.

Suggested Activities

. Listen to interviews in Latin on tape with storybook characters, or with gods and goddesses on Olympus. After listening to the Latin, the students should be able to identify the character that is being interviewed.

. Choose a situation, such as visiting a taberna, or a ludus. The students demonstrate their understanding of the Latin by acting out the narration read in Latin by the teacher.

READING

Learning Objectives

A student should be able:

- To read aloud with accuracy familiar or unfamiliar Latin passages.
- To comprehend the general meanings of a text in recombined materials while reading silently.

Suggested Activities

- Ask and answer questions on the content of a Latin passage previously assigned.
- Translate either orally or in writing into good idiomatic English passages from recombined Latin textual materials.

WRITING

Learning Objectives

A student should be able:

- To write a simple Latin sentence, utilizing the vocabulary and grammatical concepts studied.
- To rewrite a simple, familiar narrative, making simple changes in tense, voice and number.

Suggested Activities

- Translate English sentences, already formulated, into Latin.
- Write statements about a stimulus, i.e., a visual aid.

DERIVATION

Learning Objectives

Through his study of Latin, a student should be able:

- To explain to the class the connection between a Latin word and an English derivative of that word.

. To define a word previously alien to him if it is derived from a Latin word he already knows.

. To explain how certain common prefixes and suffixes alter the meaning of both Latin and English words.

Suggested Activities

. Students draw a derivative tree, either as a class or individually; they should use the Latin root as the trunk of the tree and the English derivatives as the branches.

. Students keep a notebook of words brought into class daily by each member of the class. These may be words derived from Latin vocabulary being studied at that moment. Seventh and eighth graders particularly delight in studying words that they believe are unknown to non-Latin students, such as, verbose, pugnacious, egregious.

HISTORY

Learning Objectives

A student should be able:

. To identify some of the outstanding figures in Roman history and relate to the class at least one story about each of these figures: Aeneas, Horatius, Cincinnatus, Appius Claudius.

. To explain the qualities exemplified by each of these people.

. To relate to the class the story of the founding of Rome.

. To name the author of the Aeneid, identify Aeneas, relate to the class several of his adventures, discuss the idea of fate or destiny in connection with Aeneas.

. To locate on a classroom map the places learned in his study of history, such as: Troia, Carthago, Sicilia, Mons Aetna, Pompeii.

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Suggested Activities

- One of the best ways for a student to become familiar with famous mean of ancient Rome is to read stories in Latin about these men and women.
- The students may supplement the Latin readings with outside readings in English, followed by an oral or written report.
- In the study of the various aspects of Roman history, the teacher may want to utilize many of the audio-visual materials listed in The Classical World, December 1972-January 1973. This issue of the magazine has a complete up-to-date listing of available materials with prices included.

CULTURE

Learning Objectives

In order to become familiar with the beliefs, customs and daily life of the ancient Romans, a student should be able:

- To label a floor plan of a Roman house with the names of the most important rooms.
- To describe the clothing worn by Roman men, women, children and slaves, using the most common terms in his description: toga, tunica, stola, palla.
- Write a menu, ab ovis usque ad mala, including the foods commonly eaten by the Romans at each of their meals.
- Act out the rituals or customs associated with dining in ancient Rome.
- Discuss the family life in ancient Rome, showing an awareness of the roles of each of the members.
- Describe some of the leisure activities in which the Romans engaged.
- Name the principal deities of the Romans and tell what role each of these gods played in Roman mythology.

Suggested Activities

- Outside readings in English, followed by an oral or written report.
- A Roman fashion show in which students sew and wear clothes similar to the Romans. If accompanied by a description or commentary, this can be a learning experience for the entire class.
- A Roman banquet in which the entire class participates; some prepare the menu, or the food, others act as slaves, or members of the Roman upper class.
- Roman games in which the students participate in many of the sports or athletic events engaged in by athletes of ancient Greece or Rome.
- Participation by the class in a skit involving the Roman deities and their roles in Roman mythology.
- Projects constructed by the students, such as a model of a Roman house, aqueduct, or road. Other possibilities are: creation of a mosaic, creation of the type of writing used by the Romans.

OUR LATIN INHERITANCE

Learning Objectives

A student should be able:

- To recognize and translate Latin expressions commonly used in English, such as, ex officio, ad nauseam, persona non grata, terra firma.
- To recognize and translate several of the most important legal phrases borrowed from the Latin, such as, ex post facto, habeas corpus.
- To translate several popular Latin mottoes, such as, In Deo speramus; E pluribus unum; Inveniemus viam aut faciemus.

Suggested Activities

- A scrapbook, done as a class or on an individual basis; it could contain material from advertisements, newspapers, magazines, showing the influence of Latin on contemporary life including the language we speak.

. Students divide into groups and each group receives a list of Latin phrases in use today. Each group writes a skit, incorporating the assigned phrases. The meaning of each of the phrases is guessed by the audience.

Evaluation Process

The evaluation process is two-fold in its objective. It may be utilized as a tool for measuring progress or as a learning device for motivating students. For students in the elementary school, short and frequent tests on specific points are recommended. Longer tests should be introduced gradually in the upper elementary grades. They may be either oral or written to meet the level of learning of each student and should include the following areas:

. Pronunciation drill

. Vocabulary development

. Use of imperative forms

. Linguistic structure

. Sentence constructions

. Mythological references

. Roman and Greek models of ancient buildings, customs and family life

Teaching Strategies

. Teacher presentations should include the use of blackboards, transparencies, overhead projector, slides. Students should be involved as much as possible in the classroom presentations. For example, teacher may utilize student as a live model for learning Latin names of parts of the body.

. Small group teaching is effective when presenting new concepts to students learning at the same pace.

. For individual differences in learning rate, utilize programmed instruction and learning packets to meet needs and interests of students.

. Use a multi-media approach to teach cultural concepts: slides, tapes, films, music.

- Utilize the language laboratory, phonographs, tape recorders to provide drill work in pronunciation and grammatical patterns.

- Students elicit assistance from peers at the blackboard or desk.

- Students work independently under the direction and supervision of teachers.

RESOURCE MATERIALS

Basic

Ashley, C., & Lashbrook, A. Living Latin: A Contemporary Approach. Boston: Grinn. 1967.

Breslove, D., et al. Latin: Our Living Heritage. Columbus: C. Merrill Publications Co. 1969.

Burns, M., et al. Lingua Latina. New York: Macmillan. 1966.

The Cambridge Latin Course. New York: Cambridge University Press. 1971.

Crawford, G., et al. Elementary Latin: The Basic Structures. Ann Arbor, Michigan: University Press. 1963.

Freundlich, C. Latin for the Grades. New York: Amsco. 1970.

Gummere, R. M., & Horn, A. Using Latin. Glenview, Illinois: Scott, Foresman & Co. 1967.

Hines, L., et al. Our Latin Heritage. New York: Harcourt, Brace and Jovanich. 1966.

Marchant, E., Watson. New Latin Course: Parts 1 & 2. Toronto: Clarke, Irwin & Co., Ltd.

Herberg, H. Lingua Latina Secundum Naturae Rationem Explicata. New York: Nature Method Language Institute. 1969.

Peckett & Munday. Principia: Pseudolus Noster: A Beginner's Latin Course. Glenview, Illinois: Scott, Foresman & Co. 1970.

Sweet, W., et al. Artes Latinae. Chicago: Encyclopedia Brittanica.

Towey, C., Akielaszek, S. Lingua Latina Viva I. Manchester, Maryland: McGraw-Hill Book Co. 1966.

Supplementary

Eikeboom. Programmed Latin Grammar. Glenview, Illinois: Scott, Foresman & Co. 1970.

Freundlich, C. Workbook in Latin First Year. New York: Amsco.

Green, J. Blank Outlines for Elementary Latin. Cambridge: Educators Publishing Service: Manter Hall. 1952.

Green, J. Graphic Latin. Cambridge: Educators Publishing Service: Manter Hall. 1952.

Green, J. Vocabulary Learner (exercise sheets). Cambridge: Educators Publishing Service: Manter Hall.

Humphreys, J. Basic Latin Through English. Cambridge: Educators Publishing Service. Manter Hall. 1969.

Latin Verb Practice Drill Sheets. Los Angeles: Lawrence Publishing Co.

Lucas, G. Latin Grammar Made Meaningful. Mr. G. H. Lucas, Box 825, Freehold, New Jersey, 07728.

Pax, Joseph. Word Mastery for Students of Latin. Glenview, Illinois: Scott, Foresman & Co. 1965.

Phyllides, George. Latin Review Exercise 1-2-3-4. Cambridge: Educators Publishing Service. Manter Hall. 1959-1960.

Practice Your Conjugations, Declensions, Vocabulary (exercise sheets). Cambridge: Educators Publishing Service. Manter Hall.

Ritchie, F. First Steps in Latin; Second Steps Revised. New York: McKay. 1952-1954.

Vellacott, P. H. Ordinary Latin. New York: St. Martins Press. 1962.

Walker, L. Conquering Latin: Corrective Technique and Drill Pattern. Cambridge: Educators Publishing Service. Manter Hall. 1965.

Wilding, L. A. Latin Course for Schools: Parts 1-2-3. Levittown, New York: Transatlantic Arts, Inc.

Wilson, R. Basic Language Principles with Latin Background: A Textbook in Grammar. Educators Publishing Service. Manter Hall. 1964.

Singleton, G. M. Latin at Eleven: A Grammar Book for Young Students. New York: St. Martins Press. 1962. (Grades 7-9)

Derivation Work

Ayers, D. M. English Words from Latin and Greek Elements. Tucson: University of Arizona Press. 1965.

Greene, Amsel. Word Clues. New York: Harper-Row. 1962.

Lee, L. The Latin Elements in English Words. Jericho, New York: Exposition Press. 1959.

Wolverton, R. E. Classical Elements in English Words. Totowa, New Jersey: Littlefield, Adams & Co. 1965.

Latin-English Derivative Dictionary. Oxford, Ohio: Miami University, American Classical League.

Cultural

Bonaventure, Sister M. Successful Devices in Teaching Latin. Portland, Maine: J. Weston Walch, Publisher. 1959.

Davis, William Stearns. A Day in Old Rome. New York: Biblo and Tannen. 1959.

Carcopino, J. Daily Life in Ancient Rome. New Haven, Connecticut: Yale University Press. 1940. Paperback edition 1960.

Cowell, F. R. Everyday Life in Ancient Rome. New York: Putnam. 1961.

Hamilton, Edith. The Roman Way. New York: The New American Library-Mentor Books. 1932.

Johnston, Mary. Roman Life. Glenview, Illinois: Scott, Foresman & Co. 1957.

Showerman, Grant. Rome and the Romans. New York: MacMillan. 1931.

LATIN

GRADES 9-12

GRADES 9-12

In determining the objectives for the study of high school Latin, the committee felt it necessary to divide the Latin curriculum into two sections, grades 9-10, and grades 11-12. The beginning Latin programs are very similar in their objectives to the junior high school with less emphasis on games, songs, skits or dramatizations, and should be articulated with the skills developed in the junior high school.

In the advanced classes, students continue to develop and refine their knowledge of structure and culture. Individually prescribed programs and mini-courses should be formulated to meet their needs, interests and abilities. Teaching strategies should be adapted to the age, experience and maturity of students.

General Objectives

- Comprehension of the Latin language necessary for each level as determined by the ability of the student.
- Development of an appreciation of the English language through an understanding of its Latin foundation.
- An appreciation of English literature through a comparison with classical.
- A continuing ability to relate Latin to other subject areas, such as history, religion, social and political situations.
- Development of an awareness, understanding and appreciation of the content, style, extent and value of Roman civilization. This should include an examination of the historic setting of the origins and extent of Roman influence in the Mediterranean area, with appropriate attention to Greek influence on Roman language, literature, customs and laws.

Suggested Activities

- Classroom discussion of reading materials
- The use of a variety of good, professional English translations of Latin authors
- Use of visual materials, such as: posters, films, slides, and filmstrips

- Writing reports for classroom presentation; these should require library or other non-textbook resources
- Field trips to museums and similar resource areas
- A student-written Latin magazine or newspaper
- A student-produced Latin banquet
- Outside speakers and similar resource persons from the school and the community

GRADES 9-10

Learning Objectives

A student should be able:

- To develop sufficient grammatical knowledge and vocabulary skills to comprehend readings at increasing levels of complexity.
- To recognize the various styles of selected Latin authors and should be knowledgeable about their contribution to the corpus of Roman literature.
- To develop further an awareness and sensitivity to the presence in English of words of Latin origin.
- To develop further an awareness, understanding and appreciation of the content, style, extent and value of Roman civilization and culture.

Suggested Activities

- Readings of sufficient variety, interesting content and graded difficulty to provide comprehension and practice in grammatical concepts and vocabulary. Such readings may be made-Latin stories, adaptations of original Latin authors, or unadapted, original Latin authors.
- Emphasis should be on translation from Latin to English so that the student becomes familiar with Latin word order and does not try to impose the English word order upon Latin.

- Emphasis in reading should be upon sentences, paragraphs or whole stories rather than upon isolated words or phrases. Learning a grammatical concept first and then illustrating it by single sentences or paragraphs is artificial and should be avoided.

Evaluation Process

In the evaluation process, the teacher's main concern should be upon the amount of Latin comprehension the student has mastered and not especially on style or expression. Translation in good style is desirable, however, and represents a degree of excellence in the student's achievement.

Evaluation should include a variety of testing techniques:

- Oral questions based on assigned readings, with or without utilizing the text.
- Written questions which the student answers with or without reference to the text.
- Students write sentences, paragraphs or stories that parallel the readings being studied.
- Students write original compositions, the length and complexity in keeping with the ability and level of the student.

Teaching Strategies

- Teacher presentation of new material and concepts with the aid of blackboard, transparencies, overhead projector, slides.
- Small group teaching for students learning at the same rate or with teacher moving from one group to another.
- Students work independently under the guidance or supervision of teacher.
- Peer teaching either on a one-to-one basis or in small groups.

Career Awareness

For students interested in careers which would involve a basic knowledge of Latin, mini-courses or learning packets may be prepared

to meet their needs. These programs could include the following areas:

- Biological Latin
- Botanical Latin
- Latin medical terminology
- Latin terminology in the legal profession
- Latin in pharmaceutical terminology
- Latin in nursing terminology
- Latin/Italian musical terminology
- Architectural influence of Roman and Greek models
- Latin in the world of commerce, Aqua-Velva, Magnavox, Lavoris

Resource Materials

A complete listing of textbooks, supplementary readers, magazines, audio-visual tapes, filmstrips and slides can be found in The Classical World, (December-January 1972-73; January-February 1973).

GRADES 11-12

Learning Objectives

Many schools offer an alternating approach to the third and fourth year of Latin in the high school, prose one year, poetry the next. For this reason, the guidelines that follow are quite flexible and can be utilized for the year generally assigned to prose or poetry. The imaginative teacher will allow for a judicious mixture of both. Every Latin teacher should be aware of the opportunities afforded by the Advanced Placement Program of the College Board.

At this level the student should be equipped with sufficient grammatical proficiency and cultural awareness to be able to read and interpret Latin writings of greater maturity of thought and expression in both prose and poetry, thereby developing the following:

- An awareness of the timeless quality of the Classics as an aid to a broader understanding of our present culture by comparing it with the culture of ancient Rome. This will enable the student to interpret the basic underlying ideas common to both cultures.

- A realization of the influence of Latin writers upon later writers in a common subject matter, literary style and modes of expression. From this, it is hoped the student will gain a deeper appreciation of literary excellence.

- A deeper recognition of the relation of the Latin language to English reading and writing skills; it will also provide a useful foundation for other language study.

Suggested Readings - Prose

Cicero	Selected Orations; Letters; Philosophical essays, especially *On Friendship* and *Old Age*
Sallust	The War of Catiline (useful as a review of Latin 9 and 10 as well as an introduction to Cicero's Catilinarian Orations)
Julius Caesar	Civil War
Livy	Histories
Suetonius	Lives of the Caesars
Pliny The Younger	Letters
Petronius	The Banquet of Trimalchio:Satyricon
Anonymous	Gesta Romanorum (a collection of medieval tales from the late 13th century. Important as a source for Chaucer and Shakespeare).

Einhard . . . . . The Life of Charlemagne
Erasmus . . . . . Letters
Pope John XXIII . . . . . Pacem In Terris

Suggested Readings - Poetry

Vergil. . . . . Aeneid; Eclogues; Georgics
Plautus . . . . . Comedies
Terence . . . . . Comedies
Lucretius . . . . . On the Nature of Things
Catullus. . . . . Carmina
Horace. . . . . Odes; Epodes
Ovid. . . . . Metamorphoses
Martial . . . . . Epigrams
Juvenal . . . . . Satires
Anonymous . . . . . Cambridge Songs; Carmina Burana

It should be noted that these are suggested readings and can be done in Latin or English. The list is meant to be representative and should not be considered exhaustive.

Language Techniques

. Vocabulary - At this level the student will meet many new words with special meanings; strong emphasis, therefore, should be placed on the acquisition of a broad working vocabulary to increase his ease and fluency in reading.

. Grammar - It should be remembered that grammar is a means to an end, and while it is indispensable, it is a tool for reading and expression. A rapid review of grammar may be needed at the beginning of each year. The student should now be knowledgeable about:

. Further uses of the cases

. Conditional sentences

. Special poetical forms: -um in place of -orum

. Greek endings and archaic forms

. Contracted and varying verb forms: -ere for -erunt, -re for -ris, amasti for amavisti

. The supine

. Accusative of specification and the middle voice use of the verb

. Artistic Forms, Devices and Usage

. Parts of the Roman oration

. Figures of speech in prose and poetry

. How rhetorical devices are effective tools

. Elements of style: repetition, balanced phrasing, emphatic word order

. The metrical scansion of Latin poetry

. Oral Latin

. Latin literature should be enjoyed by hearing it read aloud in the original language. Students should be encouraged to read aloud passages in both prose and poetry. Commercial recordings of Vergil's works may be found helpful. Others are available.

. A certain amount of fluency should be expected at these levels. Correct pronunciation of proper names should be emphasized. There should be continued use of classroom conversation.

Cultural Study

At this level, the student should be able to write about and discuss important areas of Roman culture and its continuing effects upon the modern world. Wide reading of background material in English should be encouraged and required. A conscious effort should be made to see to it that the student is aware of its relation to himself and contemporary society, especially in the areas of Roman history, politics and daily life. In this way the student may gain what modern scholarship has to offer as a supplement to what the Romans said about themselves. Readings in mythology should be emphasized, especially in the study of poetry.

Suggested topics for discussion and written reports:

. The Political, Judicial, and Social Organization of the Roman Republic in Cicero's Time

. The State Religion

. Oratory in Cicero's Time

. The Place of the Fine Arts: Theatre, Poetry, Architecture

. Provincial Government

. Biographical Studies on Cicero, Vergil, Catullus, et al.

. The Art of Medicine in Roman Times

. A Survey of Roman Literature

- . The Early Period
- . Ciceronian Latin
- . The Golden Age
- . The Silver Age
- . The Middle Ages
- . Renaissance
- . Post-Renaissance Latin

In order to increase comprehension students should utilize a variety of good professional English translations of the Latin authors.

Career Awareness

Teachers are cognizant of the heightened interest of students at this level in choosing a career or occupation. Every teacher should consider it part of his task to inculcate positive values through the study and discussion of ancient Roman concepts, such as:

. The Ethical Considerations of the Catilinarian Conspiracy

. The Effectiveness of Religion Today and in Augustan Rome

. Slavery and Persecution of Minorities in Ancient Rome

. The Concept of a Government Under Laws

. Vergil's Attempt to Inculcate Social Values: Success or Failure?

Knowledge of Latin is highly useful also in a career in Law, Medicine, Education, and Music. Until recently, these specialities required a knowledge of Latin. In fact, it should be remembered that each bodily organ and bone has a Latin name; the same is true in the classification of plants and animals - each has a Latin appellation that places it precisely in the wide range of plant and animal life and may be correlated with the study of ecology.

Recent musical composers of note have not hesitated to use Latin texts.

. Leonard Bernstein	Mass
. Gustav Mahler	Symphony #8: First Movement-Veni Creator
. Carl Orff	Carmina Burana; Catulli Carmina

. Krzysztof Penderecki	De Natura Sonoris; Dies Irae; Stabat Mater
. Igor Stravinsky	Canticum Sacrum; Monumentum Pro Gesualdo; Oedipus Rex

This use of Latin could easily be extended to advertising, architecture, education, and law. The broad presence of Latin in the contemporary world should allow the teacher great latitude for creativity in dealing effectively and sympathetically with the career concerns of his students.

LATIN

COMMUNITY COLLEGES

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COMMUNITY COLLEGES

Objectives for Students Beginning Latin

- To provide a valid language experience for students with no prior experience in Latin.
- To impart basic language skills that enable the student to read moderate to difficult Latin with minimal reference to a glossary.
- To provide the student with an opportunity to examine his cultural roots from a linguistic and humanistic point of view.

Objectives for Students Continuing Latin

- To continue the study of Latin begun in high school.
- To read a variety of Latin authors at a level more advanced than high school.
- To experience the most literate men of ancient Rome.
- To study the riches of the past in the original language - historic, humanistic and philosophic.

At present, it appears there is no Latin in the community colleges in the State of Illinois. For this reason the materials that were prepared by this committee should not be considered representative. Certainly, there is a genuine case that can be made for the presence of Latin offerings at this level. Latin is the most venerable of all languages. It has been the vehicle of wisdom and thought from our remotest past.

For the student who comes from high school with a background in Latin, it is clearly the opportune time for him to continue to enrich himself with advanced study of the Roman authors. For the student without a background in Latin, there would be an excellent opportunity for him to begin a language experience rich with linguistic and humanistic possibilities.

The choice of text for beginning Latin is wide. In recent years, several unique approaches to teaching Latin have been published and there are reports of remarkable success, especially at the college level. These are beginning courses that all contain selections from the Roman authors and at least one is based entirely on the works of ancient writers.

For the student who comes to this level with some high school preparation, the instructor will want to make a careful choice in utilizing materials that are suitable for the student's ability to make continued progress. For small groups of students with varying skills in reading, independent study would be desirable and beneficial.

Suggested Beginning Texts

Wheelock, Frederick M. LATIN: An Introductory Course Based on Ancient Authors. College Outlines Series. Barnes and Noble. New York, 1968. 457 pp.

Oerberg, Hans. Lingua Latina Secundum Naturae Rationem Explicata. The Nature Method Language Institute, 185 Madison Avenue, New York, 10016.

Cambridge Latin Course, 1971. (Four packets of booklets) New York: Cambridge University Press.

A perusal indicates the beginning material is geared toward younger high school students; however, it should be noted that in the last two sets of booklets students will read authentic selections from Pliny, Ovid, Catullus and Martial.

The emphasis for the advanced student should be on reading. A great variety of small readers is available. The teacher should also work with readings on a thematic approach. Samples of this sort are included in the Appendix. The list of authors that follows is merely a suggestion.

Prose

Cicero	Selected Orations; Letters: Philosophical Essays, especially On Friendship and Old Age
Sallust	The War of Catiline
Julius Caesar	The Civil War
Livy	Histories
Suetonius	The Lives of The Caesars
Pliny the Younger	Letters
Petronius	The Banquet of Trimalchio: selections from the Satyricon
Anonymous	Gesta Romanorum (a collection of medieval tales from the late 13th century. Important as a source for Chaucer and Shakespeare).
Einhard	The Life of Charlemagne
Erasmus	Letters
Pope John XXIII	Pacem In Terris

Poetry

Vergil	Aeneid; Eclogues; Georgics
Plautus	Comedies
Terence	Comedies
Lucretius	On the Nature of Things
Catullus	Carmina

Horace	Odes; Epodes
Ovid	Metamorphoses; Heroides; Tristia
Martial	Epigrams
Juvenal	Satires
Anonymous	Cambridge Songs; Carmina Burana

APPENDIX

Excerpts From The Philadelphia Report

An evaluation report recently published by the School District of Philadelphia's Division of Research showed that the performance of 5th grade Latin pupils on the Iowa Vocabulary Test was one full year higher than the performance of pupils of similar backgrounds and abilities who did not study Latin. The report also showed that Latin pupils achieved impressive mastery of the classical culture, Latin language skill and English vocabulary taught in the elementary school program and that the elementary school Latin program enjoys strong acceptance and support among pupils, parents, principals and classroom teachers.

Joseph Maurer
The Classical World, January 1972

Excerpts From The Washington Report

A study of Washington sixth graders who took a foreign language in the 70-71 school year indicates that they made greater gains in reading English than their classmates who took English only.

The report said students of Latin made an average gain of 15 months on standardized reading tests, based on big-city grade equivalents. Students with no foreign language instruction averaged 10 months progress, while those who took French or Spanish made an average gain of 14 months.

Lawrence Feinberg
The Washington Post, December 22, 1971

Mean scores and progress (in grade equivalents) in English reading achievement skill of sixth grade students by reading skills and by group: October 1970 and May 1971

Group	Vocabulary			Comprehension			Total Reading		
	Oct.	May	Diff.	Oct.	May	Diff.	Oct.	May	Diff.
I Latin	5.48	6.88	1.40	5.55	7.10	1.55	5.47	6.96	1.49
II French	5.45	6.71	1.26	5.54	7.05	1.51	5.46	6.84	1.36
III No FL	5.54	6.50	.93	5.92	7.01	1.09	5.67	6.69	1.02

Average reading achievements (in grade equivalents) of sixth grade classes by reading categories and by groups: October 1970 and May 1971

Group	Vocabulary			Comprehension			Total Reading		
	Oct.	May	Diff.	Oct.	May	Diff.	Oct.	May	Diff.
I Latin	5.18	6.70	1.52	5.28	6.98	1.70	5.22	6.81	1.59
II French	5.31	6.68	1.37	5.36	6.97	1.61	5.30	6.78	1.48
III No FL	5.43	6.61	1.18	5.64	6.88	1.24	5.53	6.71	1.18

(A sample thematic approach)

FRIENDSHIP

Solem enim e mundo tollere videntur qui amicitiam e vita tollunt, qua nihil a dis immortalibus melius habemus, nihil iucundius.

Cicero, De Amicitia

Amor enim, ex quo amicitia nominata est, princeps est ad benevolentiam coniungendam. ...in amicitia autem, nihil fictum est, nihil simulatum; et quidquid est, id et verum est et voluntarium.

Ibid.

Sed quoniam res humanae fragiles caducaeque sunt, semper aliqui anquirendi sunt quos diligamus et a quibus diligamur: caritate enim benevolentiaque sublata, omnis est e vita sublata iucunditas. Mihi quidem Scipio, quamquam est subito ereptus, vivit tamen semperque vivet. Virtutem enim amavi illius viri quae extincta non est. Nec mihi soli versatur ante oculos, qui illam semper in manibus habui, sed etiam posteris erit clara et insignis. ...equidem ex omnibus rebus quas mihi aut fortuna aut natura tribuit, nihil habeo quod cum amicitia Scipionis possim comparare.

Ibid.

Amicus certus in re incerta cernitur.

Ennius, as quoted by Cicero

Vincere cum possis, interdum cede sodali,
obsequio quoniam dulces retinentur amici.

Cato of Cordoba

Officium alterius multis narrare memento;
at quaecumque aliis benefeceris ipse, sileto.

Cato of Cordoba

Ingratus est, qui beneficium accepisse se negat, quod accepit;
Ingratus est, qui dissimulat; ingratus qui non reddit,
Ingratissimus omnium, qui oblitus est.

Seneca: De Beneficiis

Cito enim arescit lacrima, praesertim in alienis malis.

Cicero: De Partitione Oratoria

Vulgare amici nomen, sed rara est fides.
Cum parvas aedes sibi fundasset Socrates...
ex populo sic nescio quis, ut fieri solet:
"Quaeso, tam angustam talis vir ponis domum?"
"Utinam", inquit "veris hanc amicis impleam!"

Phaedrus

aedes: a house
anquiro: to seek out
aresco: to dry up
cadusus: prone to fall
cerno: to observe
diligere: to love
fundare: to build
iucundus: pleasant
iucunditas: a source of delight
obliviscor: to forget
obsequium: flattery
posterus: cf. English "posterity"
praesertim: especially
princeps: a chief means
simulatus: pretended, artificial
sublatus/tollere: to take away utterly
utinam = ut
versor: to be engaged in

RESOURCE MATERIALS:

College Board Advanced Placement Examinations
Classics Program
Box 977
Princeton, New Jersey 08540

Classical Language Study for Our Times
The Pennsylvania Department of Education
Box 911
Harrisburg, Pennsylvania 17126
or
The District of Columbia Public Schools
415 12th Street NW
Washington, D.C. 20004

American Classical League
Miami University
Oxford, Ohio 45056

Calculi
c/o Prof. Stephen Waite
Classics Department
Dartmouth College
Hanover, New Hampshire 03755

Human Engineering Laboratory
347 Beacon Street
Boston, Massachusetts 02116

The Center for the Coordination of Ancient & Modern Studies
University of Michigan
Ann Arbor, Michigan 48104

The Illinois Classical Conference
c/o Fred Gorman, Editor
Elk Grove High School
Elk Grove, Illinois 60007

Office of the Illinois Superintendent of Public Instruction. Guidelines For Three Levels of Competence in Latin, 1970. Springfield, Illinois.

Howard, D. T. "A Psychologist Looks at the Classics," The Classical Journal, 1929, (CJ 25). 4-18 pp.

Parker, William R. "The Case For Latin." PMLA. September 1964.

Curriculum Guide for Latin: Grades 6-12. The Board of Education, Chicago, Illinois. 237 pp.

(This is a very complete resource for any Latin teacher, including objectives for grades 6-12, it lists films, texts, chronologies, suggested Latin readings, projects and sources for materials.) It is available by writing to:

Chicago Public Schools
Curriculum Publications Department
228 LaSalle Street
Chicago, Illinois 60601

COMMITTEE FOR LATIN GUIDELINES

Sister Marie Celeste, S.C.
Director of Foreign Languages
Office of the Superintendent
of Public Instruction
Springfield

Edwin Cudecki, Director
Division of Foreign Languages
Board of Education
City of Chicago, Chicago

Henrietta Davis
Pekin East High School
Pekin

Connie Deatherage
Richwoods High School
Peoria

Marion R. Fisher
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Alvernia High School
Chicago

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